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ABSTRACT

The effect of bibliotherapy, videotaping, and bibliotherapy combined with videotaping techniques on the self concept of 33 behaviorally disordered adolescent males was examined. Analysis of pre- and posttest scores of the Self Observation Scale (SOS) indicated no significant difference between the treatment groups and control groups on any of the posttest SOS scales. Results failed to demonstrate any significant effect on collective and self concept formation by utilizing the designated techniques. However, observable behavioral changes were noted by researchers for all three experimental groups. (Author/CL)

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"The Effect of Bibliotherapy and Videotaping Techniques on Collective and Self-Concept Formation in Behaviorally Disordered Youth"

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ABSTRACT

The purpose of this study was to examine the effect of bibliotherapy, videotaping, and bibliotherapy and videotaping techniques on the collective and self-concept formation in behaviorally disordered adolescent males attending a residential treatment center. A pre- and post-test of the Self Observation Scale by A.J.Stenner and W.G.Katzenmeyer was used to measure any change in self-concept. This study was composed of three experimental groups utilizing each technique and two control groups. An analysis of covariance indicated that there was no significant difference between the treatment groups and control groups on any of the posttest SOS scales. The analysis failed to demonstrate any significant effect on collective and self-concept formation by utilizing the designated techniques. However, observable behavioral changes were noted by the researchers for all three experimental groups.

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Introduction -

Behaviorally disordered children and youth comprise approximately 12% of the school-age population (Kirk, 1972). Although there have been various definitions of "behaviorally disordered and emotionally disturbed," characterizations of behaviorally disordered and emotionally disturbed youth all stress the presence of inappropriate, maladaptive interpersonal behavior.

Haring and Phillips (1961) contend that behaviorally disordered and emotionally disturbed children need a selected and regulated set of experiences to assume or re-assume responsbilities so as to learn more effectively and reach a general normality in living. Kirk points out that children with behavioral or emotional problems show immature types of behavior under normal conditions and often have difficulty establishing warm relationships. These behaviors detract from their learning progress. Research by the Joint Commission of Mental Health of Children (1969) indicates that at least ten million of our young people, under the age of twenty-five, are crippled in their ability to learn, to relate to others, to see the real world as it is, and to handle their impulses. They do not feel a vital part of society, lacking what Glasser (1972) refers to as "success identity."

Fernald (1943), Griffin (1968), Rosewell and Natchez (1971) have suggested that these social-emotional problems result primarily from the intensity and duration of frustration generated by academic failure. Haring and Phillips (1961) support classroom procedures based upon structure involving consistent and realistic expectations. The importance of effective learning, both in maintaining classroom control and in managing behavior problems, attitudes and emotional organization has been demonstrated (Heil, 1960; Cruickshank, Bentzen and Ratzeburg, 1961).

Research indicates that most children and adolescents with minor emotional and learning problem disturbances recover fully if they are given competent understanding and guidance. Vigorous programs of prevention and intervention must be assumed (Swift and Spivack, 1977). It is clear that significant behavioral difficulties in the classroom are typical of many children, in all settings (Swift and Spivack, 1977). Various methods and techniques have been developed in order to work with children's learning and behavioral problems. Techniques for managing classroom behavior and hopefully having carryover into other social and interpersonal relationships, range from behavior

Introduction, continued:

modification (Ferster and Skinner, 1957), contracting (Kohfeldt, 1974), techniques for management of surface behaviors (Long and Newman, 1966), life space interview (Redl and Wineman, 1957), psychodrama (Moreno, 1959, 1969, 1970), play therapy (Axline, 1969), and reality therapy - developing responsibility and decision-making skills (Glasser, 1965, 1969) have been utilized with behaviorally disordered and emotionally disturbed children, indicating optimism yet a definite need for further efficency studies.

Research -

We are concerned here with the behaviorally disordered youth's self-concept and providing an optimum learning experience to foster a more positive self-concept.

Self-perception seems to function at three levels: specific situation in which we exercise and develop ideas about our skills and attitudes; categorical as a function of experience and desire in our various roles; and a general sense of self (Beane and Lipka, 1980) Self-perception involves three dimensions: self-concept, self-esteem and values. Self-concept being described as how we see ourselves based on the roles we play and personal attributes we believe we possess. Self-esteem refers to the level of satisfaction we attach to that description.

To change the self-perception of an individual, it is necessary to construct a consistent and continuing series of specific situations where certain feedback is received and where the youngster can clarify his concept of himself and the values on which his personal self-esteem judgements are made.

Self-perceptions are largely influenced by the environment and by persons considered "significant." In childhood, parents serve as the most significant others and have the most influence on self-perception. Children view themselves in criterion-referenced ways based on how well they do on tasks. It is during this time that the self-concept is formulated and has a major part in the development of the individual.

Adolescents tend to view peers as significant others and their self-judgements seem to be norm-referencesd.

Canfield and Wells (1976) state that "as our experiences multiply, our developing self becomes a perceptual screen through which subsequent impressions must pass." They feel that if a new experience is consistent with

Research, continued:

what you believe, then it helps you to grow in your self-concept. However, if the experience is not consistent or felt to be right with who you are, you may ignore or reject it.

How a person thinks about himself, and his attitudes, are well-formed by the time he reaches school age. His reactions to learning and social adjustment will be determined by his self-concept. Studies (Coopersmith, 1960; Hill and Sarason, 1966; and Wattenberg and Clifford, 1962) affirm the position that self-concept is related to achievement in school. Walsh (1956) found that the underachievement of bright boys was directly related to their self-perceptions, as being restricted in pursuing their own interests, rejected and criticized.

In view of the confounding effects of self-concept on behavior and personal growth, it is important to note how to change poor self-concept and redirect and integrate a positive self-concept. Canfield and Wells (1976) feel that there are five basic thoughts to keep in mind to change poor self-concepts, either positively or negatively, by: (1) the way we communicate a sense of caring and personal worth to the child. We must be cognizant of the fact that change takes place slowly; (2) peripheral experiences are helpful in developing a positive self-regard. (3) Relating successes or strengths to one another is important. (4) Efforts aimed at changing central beliefs have greater impact even though they are harder to change. Also, (5) creating an atmosphere of acceptance and empathetic understanding will be conducive to personal growth. This has been substantiated through numerous studies citing the positive regard and support provided by therapists within a group therapy or self-awareness group as being instrumental in producing a more positive self-concept (Barrett-Lennard, 1959; Rogers, 1954; Hosford and Brisker; and Slavson).

Role-playing interventions have all been used in attempts to alter social patterns with behaviorally disordered youth (Corsini, 1951). Role-playing strategies have been used to teach skills such as problem-solving (Eisler, Hersen, Miller and Blanchard, 1975) and job interview skills (Furman, Geller, Simon and Kelly, 1979). These strategies have been used with diverse populations and school children (Hawley, 1974); phobics (Lira, Nay, McCullough, and Etkin, 1975); mentally retarded persons (Afflet, 1976; Retish, 1976);

Research, continued:

and delinquents (Carpenter and Sandberg, 1973). Role-playing has been successfully utilized with Glasser's systematized reality therapy approach (Glasser, 1965). However, empirical research has been limited to methodological problems such as dependent measures consistently exclusive of performance on psychological tests or general ratings by experimenters or staff, lack sufficient external validity.

(Bandura, Blanchard, and Ritter, 1969; Mader, 1973; Samples, 1972; and Verhaeghe, 1976) Role-playing intervention may be enhanced by additon of reinforcement procedures and by teaching children rationales for the intended behavioral change. Lebsock and Salzberg (1981) utilized role-playing and reinforcement procedures in the development of generalized interpersonal behavior with emotionally disturbed and behaviorally disordered adolescents. Following completion of the role-play intervention program, reinforcement contingencies enhanced the consistency of the effects and maintenance of newly acquired behavior in the classroom, with a reduction of maladaptive behavior achieved during treatment.

According to one study, videotaped focused feedback is useful in treating children with problems related to impulse control, reality testing and low-esteem. The observation, clarification and labeling of appropriate and inappropriate feelings and actions help children gain greater mastery and control over their own behavior and a more realistic view of themselves and the outside world.

Bahnson (1969), in regard to videotaping, speculated that eight to twelve year old children were narcissistically preoccupied with themselves and did not separate phenomenologically from the film image, perceiving it instead as an extension of barrierless self. Bahnson questions the usefulness of videotaping with children, yet lends little empirical support to his findings. Results from other studies, however, demonstrated that videotape focused feedback had a specific facilitating effect on the children's capacity to label their own thoughts and feelings as well as on their ability to adequately communicate their perceptions to others.

Michel and Blitstein (1979) cited the effects of a group therapy project using videotape feedback with seriously disturbed adolescents. Anecdotal evidence demonstrated that feedback facilitated the connection of the participants distorted body images, low self-esteen, lack of capacity for self-observation and poor peer relationships. Marvit, et al (1974)

Research, continued:

in an experiment with delinquent adolescents participating in group therapy with and without videotaping, indicated that videotaped groups exhibited a significant increase in reality-based self and other concepts and a more reflective posture regarding their behavior. Noble, Grant, et al (1977), in a study of children with experience of creative drama, showed significant improvement in their self drawings and gave more verbal descriptions showing awareness of individual differences for both current and future self.

Other methods used in the last few years have incorporated bibliotherapy in the classroom as a method to help meet personal, social and emotional needs with learning disabled (Lenkowsky, 1978; Lindsey, 1981), special education students (Robinson, 1980, Spiess, 1976), handicapped (Foster, et al, 1977) and with adolescents (Fennimore, 1970; Bayless, 1975; Penna, 1975) including development of the adolescent's self-concept through the study and psychological interpretation of a character's development in literature. Curriculums have been developed to enhance self-esteem and self-concept (Helm,1980) and have indicated that self-esteem and self-concept have a bearing on a child's performance in school (Bigge), especially in reading achievement (Schultheis, 1976; King, 1972).

Bibliotherapy, or the directed group reading of personal growth literature as defined in this project, was an adjunct incorporated into the total education program of the classrooms participating. It involved not only directed readings but discussion and answering questions directed to the youth's interpretation of the story and its outcome. A major difference in this project from others which have been done in the past is that all of the short stories, or personal growth literature, were written by project staff and other agency personnel. These stories were written based on the personal experience of the writer and actual experiences in the residential school setting. As the majority of the youths involved in this study were below their age level in reading skills it was especially important that age appropriate stories were presented at their reading level.

As defined by David H. Russell and Caroline Shrodes, bibliotherapy is a process of strong interaction between the reader and literature. Altmann and Nielsen (1974) define bibliotherapy as the use of directed reading in the solution of personal problems.

Caroline Shrodes (1950) stated that" the psychological field consists of everything in the individual's environment, currently experienced by him,

Research, continued:

to the extent that the reader emotionally participates in the experiences represented in [what] he reads, those experiences become a part of his psychological field." She also stated that, "the reality-irreality level of the story chosen is crucial in determining its potential impact upon the reader. The more illusion of reality conveyed, the firmer it is embedded in the reader's mind and the more compelling it becomes in influencing human behavior." In this way, the stories used in this project were reality based.

According to Moses and Zaccaria (1968) the bibliotherapeutic process consists of three stages (1) identification - the reader identifies himself with a major character in the story; (2) catharsis - as a result of this identification there is a release of emotion or psychological tension, and (3) insight - as a result of this emotional release the individual now can achieve new insight into his problems via the process of "working through."

According to William Menninger (1937) the results of bibliotherapy are extremely difficult to examine because of the large numbers of variables involved. The psychological mechanisms by which the individual gains benefit or harm are frequently very different. There are four methods by which benefit seems to be gained: (1) identification of the patient with some character or experience in the books which provides relief from the recognition that other people have problems which are similar; (2) mechanism of projection where the patient uses the opportunity to attribute his or her own traits to some character in the story; (3) the patient is stimulated to make a comparison between the author's standards of ideas and his own. This is particularly true when the author's statements or principles have been such that the patient could accept and adopt them; and (4) narcissistic gratification - (a) creates a means of fantasy expression, where the patient can escape from his own conflict; (b) maintain contact with reality through reading newspapers and magazines; (c) increases the general fund of knowledge and strengthens and enhances the ego; and (d) increases the patient's desire to gain social approval, through therapist's or physician's interest and affection.

In the group presentation and discussions of the personal growth literature utilized in this study, the opportunity was immediately available to hear different answers and interpretations to questions which were asked at the end of each story. The variations of responses given indicated to

Research, continued:

the individual how each person's concept of a story, idea or decision differs bringing about an awareness of individual differences as well as likenesses within a group. This might provide a change in ideation for the individual in his sense of self or self-concept, as well as how he perceives himself in a group, and how others perceive him. Discussion and retelling of a story are a vital component to making bibliotherapy work (O'Bruba, 1979; Penna, 1975; Narang, 1975). Influences of a variety of family, ethnic and economic backgrounds provide these discussions with wide-ranging viewpoints which in themselves will broaden a child's knowledge and understanding of the world around him.

According to Caroline Shrodes (1950) "at which extreme of the continuum a reader will fall depends on such psychological factors as the degree of differentiation and integration in his life space and his characteristic mode of adjustment. These, in turn, determine the magnitude and direction of the valence of attraction or repulsion symbolized in the story. To the degree that symbolization occurs at all, which symbols will become endowed with life for the reader? Those related to a favorable self-concept are more readily incorporated and integrated into the self. Those inducing anxiety because they are threatening to the self-concept are likely to be unattended or disassociated."

"The reader's identification," according to Caroline Shrodes, "may extend to prototype or characters with whom he is in present conflict. Inasmuch as one brings to one's reading experiences the available sum total of one's life experience one brings to the interpersonal relationships depicted in literature the same needs, hostilities and fears which one brings to any of one's actual interpersonal relationships."

With behaviorally disordered youth it is often difficult for them to realize their own problems besides relating to those with similar ones. For these reasons the introduction of personal growth literature as directed group reading aids the youth in identifying with a character suffering personal difficulties resembling his own and structures the child to hopefully gain insight into his problm after seeing how someone else copes with a comparable situation. If the child or youth does not at first see any comparison between himself and the story character, group discussion may provide additional true life experiences which he can better relate to which will promote insight into his own self more adequately.

Research, continued:

Experiences in reading such literature and sharing thoughts and answering questions concerning the story provides a strong reaction in the individual and can aid in developing problem-solving skills as well as provide opportunities for further social development, and this has been shown with pre-school children (Galen, 1976). It was concluded in one study (Caffee, 1975) that the value of bibliotherapy may lie in its ability to bridge the gap in developing deeper involvement in interpersonal relationships and more accepting activities toward others. Such an involvement enhances the quality of one's life, aids in establishing accepted values, and eventually can lead to a better sense of self and belonging.

According to David H. Russell, "the real of imagined affiliation of oneself or an acquaintance with a character in a story may increase feelings of belonging by reducing the sense of difference from others. It may augment self-esteem in the timid or rejected child and adolescent as he becomes, for a time, an admired character. When the self-recognition in identification is borne out in reality, the result is insight into one's own motivations and needs. Such insight, we believe, is a part of the mature healthy personality.

Development of values, strongly tied to self-concept and developmental needs, has been attributed to bibliotherapy. According to Spache in "Using Books to Help Solve Children's Problems" the individual can (1) learn to know oneself better; (2) understand human behavior; (3) find interest outside the self; (4) may promote mechanisms of identification, compensation and rationalization; and (5) may contribute to the socialization of the individual through (a) increasing his ability to understand others by giving social insights and promoting empathy, and (b) reinforcing socially acceptable modes of behavior and clarifying and strengthening the individual's concept of his own role in society.

Objectives are important when utilizing bibliotherapy as a tool in the classroom, or in any situation where it might be incorporated. According to Louis A. Rongione (1972) the following are some of the objectives of bibliotherapy which should be kept in mind when setting up a program utilizing the technique: (1) to teach a person to think positively and constructively and so to avoid negative and pessimistic patterns of thought; (2) to encourage a person to talk freely and honestly about problems which, in the past, fear,

Research, continued;

shame or guilt made it difficult for him to discuss; (3) to help a person to analyze his attitudes and behavior with a view to understanding better his mental and emotional reactions to frustrations and conflicts; (4) to point out that more than one solution to a problem is possible and that some choice may be exercised in the way a problem is handled; (5) to increase a person's self-esteem in the realization of his intrinsic worth; (6) to stimulate his eagerness to seek adjustment that will lessen his conflicts, as he finds in books that others have successfully surmounted similar problems; (7) to assist a person to explore his own basic and mixed motivations and those of others when involved in a particular situation; (8) to stimulate a person's imagination, enlarge his sphere of interests, and afford vicarious satisfaction without exposing him to the real dangers of certain actual experiences; (9) to assist a person to compare his problems with those of others so that his feeling of isolation may be dispelled and his fear of being different may be allayed; (10) to provide guidelines of conduct and to reinforce, by precept and example, acceptable social and cultural patterns of morality which inhibit infantile, anti-social, even criminal, behavior; (11) to assist a person to rise above merely material considerations and motivate him to see values in human and spiritual terms; and (12) to provide therapeutically planned experiences which will encourage a person to face his situation honestly, reasonably, and realistically and to play and carry to fruition a constructive course of action.

It is important for the instructor to understand the nature and dynamics of bibliotherapy. Moses and Zaccaria (1968) have listed principles which have evolved for the use of bibliotherapy. (1) Understand the nature and dynamics of bibliotherapy, incorporating the theoretical aspects of bibliotherapy into a functional theory; (2) possess at least a general familiarity with the literature which the student will use; (3) bibliotherapeutic reading can be encouraged through the use of prompting techniques; (4) readiness is an important factor to be kept in mind when considering the utilization of bibliotherapeutic techniques; (in general, the most favorable time for introducing bibliotherapy is when a working relationship involving mutual trust has been developed, the student's problem has been described and somewhat explored, and the student is exhibiting personal involvement in grappling with his problem; (5) books should be suggested rather than prescribed; (6) the practitioner should be sensitive to physical handicaps of

Research, continued:

the individual which may dictate the necessity of using special types of reading materials: (7) bibliotherapy appears to be most effective with individuals of average and above-average ability; (8) the reading of the literature by the individual should be accompanied or followed up by discussion and counselling; and (9) bibliotherapy is an adjunct to other types of helping relationships (ancillary or supplemented); and (10) although bibliotherapy is a useful technique it is not a panacea.

According to Russell (1952) and Veatch (1957) the bibliotherapeutic process "may be halted for lack of social and emotional experiences on the part of the reader. Catharsis may be impossible because the individual has had no emotional experience which prepared him for empathy with the character's feelings. Or the vagueness of his self-concept may prevent him from recognizing the resemblance and from identifying with the story character - - attitudes and ideas gained from books must be supported by school and community influences, or must appeal to some felt need of the individual.

Cross (1940) states as an objection to bibliotherapy that, "in considering reading as a means for the advancement of the personal and social growth of the individual one cannot think of it as the sole agent for accomplishing this. Its general function is to work in concert with all forms of experience in furthering the development of the reader."

Several writers have cautioned against allowing reading to become a solution to a reader's problems by his avoidance of them rather than by his turning from his reading to solving his problems on the level of reality.

Witty (1964) believes "books are most effectively used for meeting needs when reading is associated with firsthand experience, when identifications with characters in books or stories are discussed, and when additional reading is introduced. To obtain the maximum results it is desirable to study home conditions and community influences and to obtain the cooperation of the home. The entire process aims to promote normal, wholesome growth and development and to serve as a preventive measure. Reading alone is rarely, if ever, sufficient to satisfy pupil needs. In association with discussion and related experience it may help greatly."

Both Russell (1952) and Veatch (1957) emphasize the need for freedom of choice for pupils of bibliotherapy if it is to operate successfully. There must be a permissive environment with no pressure to show results or to

Research, continued:

report on books. They feel that children must be able to read easily and well and that there must be a wide variety of reading materials of varying levels available. On the psychological side, there may be interruptions or barriers to the completion of the bibliotherapeutic process. Identification does not always lead through to catharsis and so on to insight. The reader may project his own motives onto the character and reinforce his destructive feelings without ever perceiving the possibility of solution to his problems.

Weingarten (1964) cites cautions where certain authorities have pointed out that the process of reading is not the only means of effecting personal growth and thus it is extremely difficult to assess its contribution to personal-social adjustment, the self-concept, and other aspects of the individual's development. Weingarten also emphasized that there is a danger that books may aid withdrawal into fantasy and thus promote poorer adjustment.

In terms of the application of the dynamic processes of reading to the practice of bibliotherapy, that as with all other therapeutic techniques, "interpretations" of experience should not be given beyond the capacity of the person to receive them; that although the wisdom of the psyche may protect the reader from introjecting ideas which are threatening to it, one must exert extreme caution in making recommendations of reading materials without full knowledge of the dynamics of the personality.

What, then, is the effect of videotaping, bibliotherapy and videotaping and bibliotherapy techniques on the collective and self-concept formation in behaviorally disordered adolescent males attending a residential treatment center?

Methodology -

This study was conducted in a private, non-profit residential and day treatment center for emotionally disturbed and behaviorally disordered children and youth located in rural Chepachet, Rhode Island over a time period of twelve weeks. The Education Department at the center consists of six self-contained special education classrooms with each classroom having a special education certified instructor and an aide.

Subjects -

The subjects in the study were thirty-three (33) adolescent males ranging in age from eleven (11) to seventeen (17) and their classrooms were randomly selected for the study. Of the thirty-three (33) youths involved, twenty-seven (27) attended Harmony Hill School and six (6) attended a residential center in urban Greenville, Rhode Island. All subjects were informed about the purpose of the study and the methods which would be used in their particular classroom. Those individuals who objected to any procedure used in the study did not have to participate. Two youths felt that their rights as an individual were being violated and their position was respected. Releases were signed by those parents whose sons did participate giving their permission to have their child videotaped for purposes of this study.

Procedure -

Each classroom chosen for the study was pre- and post-tested using the Self Observation Scales and the Harmony Hill Self-Concept Rating Scale. Included in the project were four classrooms at Harmony Hill School, defined as follows: Classroom A - Bibliotherapy only, group directed reading of personal growth literature followed by discussion with six adolescent boys; Classroom B - Videotaping only, eight adolescent boys were videotaped during regular class sessions and the videotape was played back for class review and discussion; Classroom C - Videotaping and Bibliotherapy, six adolescent boys were videotaped during the reading of Personal Growth Literature and ensuing discussion, which was followed by review of the videotape and discussion; Classroom D - Control Group of seven adolescent boys at Harmony Hill School; and Classroom E - a second

Procedure, continued:

control group consisting of six adolescent boys, residing at a residential center.

After initial discussions and meetings with the involved teachers observational data were used to identify target behaviors. These data provided a basis from which intervention targets were prioritized and definitions were derived.

A pre- and post-test of the Self Observation Scale by A. Jackson Stenner and William G. Katzenmeyer was used to measure any change in self-concept. The S.O.S. is a direct, self-report, group administered instrument with empirically determined scales which measure the way adolescents perceive themselves and their relationships to peers, teachers and school. The respondents were instructed to answer "yes" or "no" to how they felt to the sixty questions provided. The S.O.S. was primarily utilized to assess the impact of the intervention strategies on affective self-concept development. The authors of this study were cognizant that the S.O.S. is not the only accurate means of measurement due to the non-specific definition of self-concept and the variability of psychometric testing. Due to the population and their needs the Intermediate Level of the S.O.S. was used as it was designed for use at grade levels four through six, which was an appropriate literal level for the sample involved in this study. The S.O.S. measured seven dimensions of self-concept: Scale 1 - Self-Acceptance; Scale 2 - Self Security; Scale 3 - Social Maturity; Scale 4 - Social Confidence; Scale 5 - School Affiliation; Scale 6 - Teacher Affiliation; and Scale 7 - Peer Affiliation. Spearman-Brown reliability coefficients for several criterion groups ranged from .65 to .8 , with a median value of .75.

In addition, the Harmony Hill Self-Concept Rating Scale was utilized. The rating scale was clustered into three categories: (1) self-concept; (2) interaction; and (3) cooperation. This rating scale was redesigned by the researchers of this study, based on a previous Harmony Hill Rating Scale. This scale was designed to target specific individual and collective behaviors with a basic readability geared for the population tested. The scale was group administered, however due to problems with question interpretation and the stressful situation of rating peers some individual assistance was necessary to complete the peer-rating portion of the scale.

Procedure continued:

The semantic differential scale was chosen to rate the respondents' answers and their attitudes toward themselves and others. This scale asked the individual to give a quantitative rating between the bipolar adjectives of "Always" and "Never." Seven intervals were used on the scale with a neutral attitude being assigned a score value of '0'. The respondent indicated the point on the continuum between the extremes which represented his attitude. Each position on the continuum had an associated score value, ranging from +3 to -3; by totalling score values for all items it could be determined whether the respondent's attitude was negative or positive. In the case where peers evaluated each other in their respective classrooms, score values of peers were averaged for a final score value. The Harmony Hill Self-Concept Rating Scale required three respondents to rate each individual on a number of behavioral dimensions: SR - self rating; PR - peer rating; and TR - teacher rating.

As the Harmony Hill Self-Concept Rating Scale has only been used 'in house' it is not deemed a valid test. An attempt was made to establish concurrent validity by correlating the two sets of scores, i.e. S.O.S. and Harmony Hill Self-Concept Rating Scale. Results are inconclusive due to invalidity of the Harmony Hill Scale, which needs further refinement, testing and research.

Materials -

Video materials used in Classrooms B and C included a video camera, video tape recorder and a televison monitor which was used for recording, playback and review. A tape recorder was used by Classroom A and C to record the comments and interpretations of the youths regarding the content of the Personal Growth Literature at the conclusion of the project.

The Personal Growth Literature were short stories written by Harmony Hill staff relating personal experiences or situations which actually occurred in the residential treatment center setting. Questions followed the stories which required some recall, interpretation and insight on the part of the involved youths.

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Target Behaviors

CLASSROOM B: BIBLIOTHERAPY

Does not participate in group discussion

Silly, inappropriate remarks, difficulty in following oral directions

Interruptions of class activity

Silliness, inappropriate comments, off-task

Does not mind own business

Bragging,overly competitive, does not mind own business

Threatening, name-calling

Overacts to otherwise normal situations

CLASSROOM C: VIDEOTAPING

Self-abusive, speaking out

Stubborn

Mumbling, nagging

Rapid speaking, gross movements, poor eye contact

Off-task, failing to stay awake

Out of seat, stubborn

Silliness, inappropriate laughing

Calling out, constant arguing

CLASSROOM D: VIDEOTAPING AND BIBLIOTHERAPY

Hand movements, anxiety

Extraneous physical movement

Lack of self-image, over reaction to otherwise normal situations

Class scapegoat, needs protection from group, transcends role, assumes responsibilities not his own

Projection, denial, fails to meet responsibilities overreaction

Immature, needs much support in hurdling to maintain stability

Classroom Application -

Application of the project to the classroom setting consisted of a sampling of thirty-three (33) behaviorally disordered youth in five (5) special education classrooms in a residential treatment center and a residential center. Two of these, one in each facility, served as control groups. The third class was videotaped in a variety of career education and Values Clarification situations. The remaining two utilized personal growth literature in concert with the ongoing educational experiences

Classroom Application, continued:

within their respective settings. One of these used videotaping procedures.

In all three experimental groups, teachers were asked to target specific inappropriate behaviors of the students involved, prior to project initiation. Behaviors to be remediated ranged from such subtleties as poor eye-contact and staying awake, to poor self-image and lack of respect, and on to more overt activities such as overreaction and disruption of educational experiences.

Once behaviors were targeted, all study participants were asked to respond to two subjective rating scales that were to analyze the understanding and feelings of self and self in relation to others, either significant or peripheral. These served as pre- and post-test indicators.

The first of these, the Self Observation Scale (Katzenmeyer and Stenner) consisted of sixty questions that "measure the way children perceive themselves and their relationships to peers, teacher and school." Group administration of this instrument was easily achieved by all students without unnecessary suspicion or fear in evidence. Questions were precise and the "yes" or "no" responses allowed students to move swiftly through the material. The Harmony Hill School Self-Concept Rating Scale, on the other hand, which was an 'in house' developed test, did not succeed as well.

Although the instrument contained only eighteen questions, with content similar to that of the S.O.S., many students in the Harmony Hill setting became very resistent when they were asked to rate their peers as well as themselves. Moreover, some experienced great difficulty with question interpretation, and still others were confused by the seven possible responses (ranging from -3, almost never, to +3, almost always). Unweildy as it seemed, all but two of the subjects completed the pre- and post-test component of the study. One hundred percent completion would have been achieved had these two not objected that their personal rights were being violated. In one of the three experimental groups, one hundred percent participation was obtained when the test administrator suggested that the teacher be rated.

Refinement of the Harmony Hill instrument has been strongly recommended to its authors by all who administered the test. Suggested is the rewording of questions so that all students (even those with limited cognitive ability) are able to relate to the content. Rating values need to be reassessed, as some students actually assigned plus and minus values to some questions

Classroom Application, continued:

about themselves. For example, question 3 asked "Do you know how to behave appropriately in a group activity?" The student may know how to behave; yet he/she may not choose to act appropriately in a group activity. In additon, most students became extremely frustrated with the length of time it took them to rate their peers (½ hour to more than 2 hours for one student). One hundred forty-four (144) questions, with seven possible rating choices for each, is far too much to ask of anyone. To expect a behaviorally disordered adolescent with a short attention span, low frustration tolerance, and poor self-image to attempt such an undertaking is unrealistic and contrary to accepted special education practice.

Of the three classes in the experimental group, one was not videotaped. Although the students in this class are being treated for a variety of emotional, learning and social problems, they are described as having average to above average intellectual ability. With good facility, they read well and exhibit little difficulty with abstract reasoning. As a group, they are generally well motivated, and enjoy reading together or as individuals. For them the personal growth literature was incorporated into their daily educational activities. Stories were selected at random and shared by the class as a group reading experience, while others were read on an individual basis. Following each lesson, students were asked to answer or discuss both factual and inferential material related to story content. Reaction to the selected literature by this group, both positive and negative, is documented on tape (audio) and is available to those that reflected their own personal involvement situationally. Additionally, some were able to akin themselves with characters in the stories, and, as a result, seemed to derive much satisfaction from comparing themselves to others in similar situations.

By contrast, the remaining classes are a very mixed group of essentially prevocational students who react both positively and negatively to the educational process. Intellectually, these adolescent males range from borderline to superior; yet all, but one, are significantly below age/grade placement. They display a wide range of specific deficit areas that have prevented adequate growth, and all exhibit behaviors that are atypically well developed. Of the two, one is far more receptive to mastering a set of skills that will provide them with a solid foundation for eventual return to the community. The other class is far more resistent and requires much more behavioral control to complete any lesson that is presented.

Classroom Application, continued:

Common to all students in all classrooms in the study are generally insecure and negative feelings of self. They tend not to respond favorably in social situations, i.e. are not able to function responsibly nor do they relate well to others. Moreover, they seem to be quite self-centered and rarely do they make positive connections between themselves and others. They are unaware or fail to believe that everyone, at times, encounters situations which provoke similar thoughts or feelings and that they do have choices to make when reacting to the situations they find themselves involved in.

Both prevocational classes were videotaped. Class B, where the more subtle unwanted behaviors are observed, was taped in a variety of career education lessons that included role-playing; a game which focused on the creation of a product based on individual and collective participation; Values Clarification interviews, and development by individual class members of a personal career coat of arms.

Class C experiences more difficulty when they are brought together for a group activity. Some class members withdraw to the periphery and refuse to participate, making marginal, if any gain with whatever concept is being taught. Others are willing participants and tend to overcompensate for those who will not get involved There are also those who are afraid to become engaged and tend to respond by hamming-it-up or attempt to sabotage an activity. With this class, an attempt was made to videotape the class while they were using the personal growth literature.

Prior to each taping session, subjects in Class C were asked to vote on one selection from the personal growth literature folder (to stimulate interest). No story synopsis was offered - only title and name of author. In each segment, the literature was either read to the class by the instructor or he encouraged the students to share the reading with him, which most willingly were able to do. Oral questioning and discussion followed.

In both taping situations, no student had ever been exposed to a videotape machine and the results of what it can produce. Anxiety was experienced from everyone from the aides who were responsible for taping to the project participants (teachers and students). Reaction to the first tape in both classes varied from total withdrawal to total disruption of the experience. Targeted behaviors were evidenced on tape in both settings. Playback yielded intense scrutiny by everyone involved; with startling results.

Classroom Application, continued:

Significant, if not dramatic positive shifts in behavior resulted within Classes B and C between the first two taping sessions. Target behaviors that had been the central focus of the initial tapes were either eliminated or reduced in the second set and continued for the balance of the study. Subjects in both settings were amazed, even awed, when they viewed themselves in the original set. The impact was almost overwhelming to many and statements like "That's not really me", "Do I really act like that?", to "You won't get me on that thing again!" were echoed by many (especially in Class C).

Instructors and aides were extremely impressed by the more positive self-control manifested by most students in the tapes that followed. Teachers in each class reported that there seems to be a definite correlation between the effective use of videotaping to stimulate desirable classroom performance and the behavior itself. Taping seems to promote positive behaviors, and, in turn, a productive learning environment where the students are in control of themselves. Videotape replay provides students with feedback that is both positive and negative. It affords them the opportunity to witness for themselves their participation in a group situation. This documentation in the classroom setting becomes a viable tool to ameliorate the negative behavior of one individual and to reinforce the positive behavior of another.

Of the three experimental groups, Classes A and C, used the personal growth literature and both related well to the stories that were utilized. In Classroom A, where no videotape was used, respondents read both long and short stories. Class C, due to the nature of their cognitive disabilities, dealt solely with stories that were brief in content.

At the outset, students in both classes reacted negatively to the literature. Not only did they did not care to read them, but they did not want to answer questions related to story content. However, negative reaction quickly dissipated once they became aware of the content which served to remind most of them of themselves or someone they knew within the school setting.

Oral discussion was initiated following presentation of material in each class. Writing out answers was an added dimension in Class A, since all students function at a higher intellectual and academic level. This allowed students to reflect on story content. Thus, a contrast between

Classroom Application, continued:

a rather abstract group and a more literal and factual group, which in their own way was able to reflect positively on some abstract concepts from story content.

Class A youths frequently became tangential in their discussions and it was necessary for the teacher to constantly focus their attention on the topic being examined. The instructor felt that her students became easily threatened when the issues touched too close to them, yet got them back on task by asking, "Did you identify with story characters?" "Does the story remind you of someone you know?"

The resultant effects of the personal growth literature on both groups was documented on audio-tape approximately one month after the project concluded.

Each Class A participant was asked "Which story did you like best, and why?" In each case the students had retained story titles, authors, sequential involvement of content and, most importantly, the intended central theme.

While the same questions were posed to Class C, students were unable to discuss in any great detail, story content beyond the main idea. With encouragement, students were able to identify with some story characters from their individual frames of reference. Their concreteness, as a whole, prevented a more in-depth analysis of the literature.

This same group was able to reveal both positive and negative comments relative to the utilization of the Videotape Recorder in class. All, but two, stated their opposition to being taped, as they could not deny documented behaviors. Most expressed feelings of guilt, embarrassment, and anxiety following tape playback. The two students who felt positive about their presence on tape, agreed that they had behaved well, read well, and had been able to relate appropriately to stories and the characters contained therein. They also stated that they felt "bad" or "embarrassed" for those peers who had not come across well during the taping sessions.

A positive spin-off of the program has been the heightened interest expressed by other disciplines within the center. There have been many requests by social service and youth care personnel to view the accumulated tape library. These professional individuals feel that their own skills might be enhanced if they are able to view tape content. Project staff have encouraged this interdisciplinary sharing of material in an attempt to help all disciplines deal more effectively with their respective clients.

Classroom Application, continued:

Due to the very personal and sensitive nature of some tapes, viewing of two tapes has been restricted to 'in house' use. In each instance a student was afforded an opportunity to explore, reflect upon, and discuss a very personal problem that he has been faced with for some time. The first issue surfaced in a Values Clarification interview session when a student painfully revealed that he suffers from Tourette's Syndrome which he felt was a "mental disease." Another became manifest during the reading of a short story that focused on the feelings of an adolescent whose father had died. The youth read the story with his peers, and for the first time in five years, was able to relate some painful feelings relative to his own personal situation.

As a result all staff involved with these two students recommend the further use of videotaping as a positive force in reducing several problematical areas in students whose emotional, social and learning abilities have been hindered for many years.

In closing, the consensus among teachers in the experimental group is: (1) The basic concept of the study warrants merit; yet should have been carried out over a longer period of time to adequately measure student growth relative to self and others. (2) There were far too many variables from class to class. Student attendance was inconsistent in all three groups; antecedent behaviors interfered to some extent; there was no indication to project staff as to what issues were being experienced by students in their weekly therapy sessions and what effect those encounters were having on behavioral change; and the inability of school personnel to determine behavioral follow-up of the day population once they were away from school grounds and in their home environment.

As an adjunct to the school's curriculum over an extended period, the instructors have agreed to use the personal growth literature and videotaping procedures to further stimulate appropriate feelings of self-worth. If this can be achieved, each student should begin to deal more positively with others in his environment.

Results:

A one-way analysis of covariance was used to analyze the differences between the experimental groups on the dependent variable (self-concept scales on the SOS) after taking into account any initial differences between the groups on pretest measures. Since the groups were not really random samples, the researchers cannot assume that cognitive and social development are randomly distributed among the groups. In this case analysis of covariance made it possible to provide partial control of these extraneous variables. It should be noted that although analysis of covariance and partial correlation are generally better methods than matching, they underadjust for initial differences and often can yield spurious results.

Tables 1 through 7 present the among means sum of squares (SS_x) and the within groups sum of squares (SS_x); among means sum of squares (SS_y) and within groups sum of squares (SS_y); the adjusted posttest mean scores among means and within groups; and calculated F-ratio.

The analysis of covariance tests indicated that there was no significant difference between the treatment groups on any of the posttests. Therefore, no one method (bibliotherapy, videotaping, bibliotherapy/videotaping) significantly influenced the self concept rating on each scale for the individual or group. (df_3(among means)=4, df_4(within groups)=28, To be significant, F-ratio of 2.71(.05 level) or 4.07 (.01) is needed) The F ratios obtained did not exceed these values and thus were not significant.

Discussion:

The present study has not statistically substantiated that any one method (bibliotherapy, videotaping, bibliotherapy/videotaping) has significantly influenced collective and self-concept formation in behaviorally disordered adolescent males. However, in analyzing individual participants' responses and evaluations of the techniques utilized and feelings that were generated due to the process, the researchers felt that a substantial degree of positive attitudes and feelings were generated within the groups that utilized the different methodologies. The bibliotherapy and videotaping with feedback and discussion allowed for students to focus on "self," identify discrepancies of feelings and behaviors through feedback, through discussion and/or videotape, and demonstrate some observable changes in behavior.

Self Acceptance — ANOCOV table 1

	degrees of freedom	SSx	SP	SSy	degrees of freedom	Residual $SS\hat{y}$	$MS\hat{y}$	F
among means	4	1,287.58	430.41	467.67	4	363.87	90.97	.86
within groups	29	3,935.95	2,115.59	4,096.83	28	2,959.69	105.70	
Total								

Self Security — ANOCOV table 2

	degress of freedom	SSx	SP	SSy	degrees of freedom	Residual $SS\hat{y}$	$MS\hat{y}$	F
among means	4	1,003.74	517.94	293.14	4	192.49	48.12	.64
within groups	29	2,596.52	2,585.50	4,689.60	28	2,115.07	75.54	

Social Maturity — ANOCOV table 3

	degrees of freedom	SSx	SP	SSy	degrees of freedom	Residuals $SS\hat{y}$	$MS\hat{y}$	F
among means	4	490.46	492.94	865.17	4	384.63	96.16	.86
within groups	29	2,701.42	2,203.23	4,913.57	28	3,116.65	111.31	

Social Confidence — ANOCOV table 4

	degrees of freedom	SSx	SP	SSy	degrees of freedom	Residuals $SS\hat{y}$	$MS\hat{y}$	F
among means	4	879.49	641.99	488.17	4	26.69	6.67	.19
within groups	29	1,219.57	746.01	1,442.33	28	986	35.21	

School Affiliation — ANOCOV table 5

	degrees of freedom	SSx	SP	SSy	degrees of freedom	Residuals $SS\hat{y}$	$MS\hat{y}$	F
among means	4	819.37	568.23	414.03	4	61.98	15.50	.21
within groups	29	3,161.69	1,389.18	2,723.85	28	2,113.48	75.48	

Teacher Affiliation — ANOCOV table 6

	degrees of freedom	SSx	SP	SSy	degrees of freedom	Residuals $SS\hat{y}$	$MS\hat{y}$	F
among means	4	594.51	173.57	317.33	4	267.42	66.86	.58
within groups	29	2,017.88	671.75	3,469.40	28	3,245.78	115.92	

Peer Affiliation — ANOCOV table 7

	degrees of freedom	SSx	SP	SSy	degrees of freedom	Residuals $SS\hat{y}$	$MS\hat{y}$	F
among means	4	1,313.19	781.67	591.16	4	176.23	44.06	.90
within groups	29	2,402.81	2,015.33	3,057.81	28	1,367.47	48.84	

It is felt through observable positive behavioral changes that there were many incidental self-awarenesses and realizations reached with each youth.

There were some limitations inherent in this study and the data analysis which must be noted. First, self-concept is very difficult to isolate and operationalize. Certain conditions existed during the study which may have had both positive and negative effects on the results obtained. The researchers of this study did not specify which personal growth literature to use and left this up to the teacher's discretion. Each story involved different themes and ideas so that different concerns were discussed and brought to the surface. Although an analysis of covariance was used to obtain a covariate to control initial differences within groups, it was not possible to really control nor measure their direct influence on scores obtained on the pre and posttests of the S.O.S. The researchers noted the following as having a substantial effect on each individual's self-concept's scores: a. maturity level; b. cognitive level; c. social development; d. teacher values transmitted through their questioning and presentations; e. each individual's learning modality; f. historical and situational events that occurred during the study; g. the already existing structure and behavioral management system within the residential center; h. rapport between the teacher and student; i. cultural values of each participant; and j. the reactive factor to the entire process and anxiety provoked during each individual session.

While it is possible to make strong statements regarding the internal validity of this study, generalizability of these findings to other populations is open to question. The control group E which was used in this study from a residential center involved adolescents that were not classified as having severe behavioral disorders. Increases in mean scores on each scale except school affliation were noted for that group. However, there was no significant difference between that control group and the control group used at the residential treatment center. Future studies may replicate the procedure with various populations.

The researchers felt that there would have been significant statistical changes noted in post test scores if the study would have evolved over a longer period of time. Changes in behavior and attitudes would occur through reinforcement and continuous positive feedback that would be part of this process.

Self-confrontation can lead to behavior change by bringing the subject to a better understanding of his real self. Individual personality differences effect the self-confrontation experiences. Through identification of individual's ways of confrontation and providing positive modeling, significant changes can take place over time which will foster self-concept. Research has confirmed that each experience in school can effect self-concept, personally held values, and/or the subsequent self-esteem of the student. Schools can enhance self-concept by utilizing techniques and various curriculum programs specifically designed for that purpose.

The researchers felt that this study allowed for Staff and students to implement an essential component into the Education curriculum. Along with the implementation of a social skills awareness curriculum, the researchers would suggest that educators be aware of the fact that adolescent self-concepts are more difficult to change and influence than those of children. The school climate must be characterized by personalness, respect, self-discipline and responsibility, minimization of failures, expectations and ensurances of success, collaboration with parents to promote support and encouragement, and a humanistic, democratic environment.

Implementing a program within the curriculum utilizing bibliotherapy and videotaping will give direct attention to personal and social development. Within time, the researchers of this study feel confident that substantial gains will be noted statistically as well as behaviorally. Insights and behaviors noted during each session with each youth were shared with counselors and therapists which allowed for the continuation of support and reinforcement to foster a more positive self-concept. "We cannot change, we cannot move away from what we are, until we thoroughly accept what we are. Then change seems to come about almost unnoticed." (Rogers)
It is hoped that these methods have allowed for different means to help foster a better understanding of self. Future research and the continuation of this process with the different techniques will hopefully provide further insight into means to help foster positive self-concepts and personal development.

"You cannot teach a man anything. You can only help him discover it within himself." -Galileo

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APPENDIX

OBJECTIVES OF BIBLIOTHERAPY*

1. Think positively and constructively
2. Talk freely and honestly
3. Analyze attitudes and behavior
4. Realize there is more than one solution to a problem
5. Increase self-esteem
6. Stimulate the desire to change
7. Explore motivations
8. Stimulate imagination
9. Compare problems
10. Provide guidelines of conduct
11. Development/clarification of values
12. Plan a constuctive course of action

*Rongione, Louis A. "Bibliotherapy: Its Nature and Uses." Catholic Library World, 43, 495-500, May/June, 1972.

PRINCIPLES OF BIBLIOTHERAPY*

1. Understand the nature and dynamics of the process.

2. Be familiar with the literature.

3. Encourage reading through prompting techniques.

4. Readiness must be determined:
   - relationship of mutual trust
   - awareness of youth's problem(s)
   - youth is attempting to deal with his problem(s)

5. Suggest, rather than prescribe, material.

6. Be sensitive to physical handicaps.

7. Most effective with individuals of average and above-average ability.

8. Accompany or follow-up with discussion and counseling.

9. An adjunct to other helping relationships.

10. It is not a panacea

*Zaccaria, Joseph S. and Moses, Harold A. Facilitating Human Development Through Reading: The Use of Bibliotherapy in Teaching and Counseling. Stipes Publishing Co., 1968.

"The Effect of Bibliotherapy and Videotaping Techniques
on Collective and Self-Concept Formation
in Behaviorally Disordered Youth"

Classroom Application of Videotaping and Personal Growth Literature - -

Presenter: J. Richard MacMullen, classroom instructor

I. Initial Taping: Reaction Behaviors

A. GROUP: Videotaping and Personal Growth Literature

Situation: The first taping was done while reading a selection entitled, "The Intruder." A summary of the story follows -

This story is about a boy who likes to walk along the ocean when he needs time to be alone and think. One day an old man was walking on "his" beach at the same time. At first he resented the intrusion and the old man realized this. However, the boy did talk to him and realized others had a need to be alone to think, too. They became fast friends and met regularly at their special place. Then his friend disappeared and the boy realized he would never see him again. He mourned the loss of his friend but gradually realized he had grown because of the friendship they had shared. As the time passed... he also met a young boy.

B. GROUP: Videotaping, only

Situation: The initial filming occurred during a career education lesson. Each youth is working individually at their desks on assigned career education-oriented tasks.

II. Contrasts to first taping: Behavior Progress

A. GROUP: Videotaping and Personal Growth Literature

Situation: Filming occurred during a reading entitled, "Andy's I.E.P." from the Personal Growth Literature Series. A summary of the story follows -

The setting is an I.E.P. meeting. Andy's teacher, therapist, counselor and Special Education Director of his hometown were there. Andy was told that the purpose of the meeting was to set some goals for him for the next year. They also spoke about how he had been doing this year. Andy tried to listen and really concentrate on what was going on. But, he had trouble paying attention, thinking that all he wanted to do was to go home.

They talked about what Andy needed to work on in order to go home. He felt too much was being expected of him, but when asked if he had questions, he did not have any.

B. GROUP: Videotaping, only

Situation: The filming occurred during another career education class describing a work situation. The youths volunteer to role-play the situation to indicate their understanding of appropriate

Situation, continued:

behavior in the work situation. (Note marked behavioral change between this filming and initial taping)

Includes segment of another career education class which involves putting together a puzzle, as a group. Depicts individuals working and competing within a group and competition between groups to complete an assigned task. This is followed by group discussion of the activity.

III. Reaction to Personal Growth Literature

GROUP: Bibliotherapy, alone

A tape recording of the youth's reactions to the stories and their content.

IV. Summary

Harmony Hill School, Incorporated
ABSALONA HILL ROAD
RFD CHEPACHET, RHODE ISLAND 02814
Phone: Area Code 401—949-0690

March 29, 1982

Dear

Enclosed please find the release for permission to use the videotape, including your son _____, at our presentation in Houston, Texas, as we discussed on the telephone today.

I would appreciate very much your signing and returning it to me at your very earliest convenience in the enclosed self-addressed, stamped envelope.

Thank you very much for your cooperation in this matter.

Yours truly,

Kristin Dexter
Program Development Coordinator

Enclosure

HARMONY HILL SCHOOL, INCORPORATED

GROUP AND SELF-CONCEPT RATING SCALE

Point Value/Interpretation

+3	100%	Always	All of the time
+2	90%	Almost always	Always, except for once or twice
+1	70%	Usually	About three-quarters of the time I do and about one-quarter of the time I do not
0	50%	Sometimes	Half the time I do and half the time I do not
-1	30%	Occasonally	About one-quarter of the time I do and about one-quarter of the time I do not
-2	10%	Rarely	Once or twice I do, the rest of the time I do not
-3	0%	Never	At no time

Administration

Note to teacher: Questions are to be asked exactly as printed to avoid misinterpretation by the student as well as the teacher's misinterpretation through incorrect re-wording of the question.

Three ratings, using the point values stated above, shall be obtained: TR - teacher rating, SR - self-rating, and PR - peer rating.

SR - The questions will be asked orally to the youth and the teacher will record a point value for each item as the youth responds.

PR - Each youth will be rated by the class. The mean of the resulting point values will equal PR

TR - Based upon his/her knowledge of the youth being tested, the teacher will record a point value for each item.

This rating scale combines the youth's concept of himself and the way he sees himself in relation to a group through questions in the following three areas:

I. Self-concept: Questions numbered 1 - 6; Does the youth strive to achieve a realistic understanding of himself as an individual and as a group member?

II. Interaction: Questions numbered 7 - 12; Does the youth enjoy and actively participate in group activities rather than remain a loner and not participate as a member of the group?

III. Cooperation: Questions numbered 13.- 18; Does the youth work and play cooperatively with others?

HARMONY HILL SCHOOL, INCORPORATED

QUESTION	TR	SR	PR	QUESTION	TR	SR	PR
1. Do you realize you are not always right?				10. Do you feel good about yourself during group activities?			
2. Do you imitate people that you respect?				11. Do you wait patiently to do what you want when a group activity is longer than usual?			
3. Do you know how to behave appropriately in a group activity?				12. Do you share your possessions?			
4. Can you respect the opinions of others even though you may disagree with them?				13. Do you cooperate in a group activity whether you are the leader or just one of the group?			
5. Do you control your feelings even when you are under pressure?				14. Do you cooperate even though you do not get your own way?			
6. Do you keep on trying even when you do not succeed?				15. Do you do your best to help the group succeed?			
7. Do you encourage others rather than criticize and create problems?				16. Do you have concern for the group rather than just for your own performance?			
8. Do you accept the decisions of authority figures?				17. Do you understand the purpose and value of following directions?			
9. Do you assist a group member for the benefit of the whole group?				18. Do you compromise when you cannot come to a complete agreement with your friends?			

ALWAYS +3 ALMOST ALWAYS +2 USUALLY +1
SOMETIMES 0
OCCASIONALLY -1 RARELY -2 52 NEVER -3

HARMONY HILL SCHOOL, INCORPORATED

Self-Concept Rating Scale

Pre-test scores

Group: _____ Student Identification Number _____

Question	Teacher Rating	Self Rating	Peer Rating
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			

HARMONY HILL SCHOOL, INCORPORATED

Self-Concept Rating Scale

Post-Test Scores

Group: _____ Student Identification Number _____

ESTION	TEACHER RATING	SELF RATING	PEER RATING
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

SCALE: Always +3 Almost Always +2 Usually +1

Sometimes 0 Occasionally -1 Rarely -2 Never -3

SELF PERCEPTION

a. SELF-CONCEPT

b. SELF-ESTEEM

c. VALUES

SELF PERCEPTION

FUNCTIONS AT:

a. SPECIFIC SITUATION

b. CATEGORICAL

c. GENERAL

VIDEOTAPED FOCUSED FEEDBACK

1. IMPULSE CONTROL
2. REALITY TESTING
3. LOW-ESTEEM
4. BODY IMAGES
5. PEER RELATIONSHIPS
6. SELF OBSERVATION

CHANGING POOR SELF-CONCEPTS

1. COMMUNICATE A SENSE OF CARING AND PERSONAL WORTH
2. PERIPHERAL EXPERIENCES
3. RELATE SUCCESSES OR STRENGTHS
4. CHANGE CENTRAL BELIEFS
5. CREATE ACCEPTING AND EMPATHETIC ATMOSPHERE

TEACHER
SELF
SIGNIFICANT
OTHERS
VIDEO-RECORDER
PERSONAL
GROWTH
LITERATURE

RESEARCH GROUPS

CLASSROOM	METHODOLOGY
A	BIBLIOTHERAPY
B	VIDEOTAPING
C	BIBLIOTHERAPY/VIDEOTAPING
D	CONTROL (H.H.)
E	CONTROL (ST.A.)